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STATE OF NEW-YORK—SECRETARY'S OFFICE.
DEPARTMENT OF COMMON SCHOOLS.

Albany, Aug. 1, 1843.

In the exposition accompanying the publication of the late act relating to common schools, in the June No. of the Journal, it was suggested to the several county superintendents, whether the interests of education might not be essentially promoted, by the *special consideration*, on their parts respectively, in their annual reports, of some one topic connected with the subject of education, in addition to those general views and suggestions relative to the condition and prospects of the schools, which would naturally be presented in those reports. By the adoption of such a course, it was thought, that while a continued repetition of the same general topics would be avoided, a mass of valuable, well-digested and systematically arranged information, pertaining to the diversified range of educational science, might be obtained.

During the late session of the State Convention of county superintendents, this suggestion was unanimously adopted by a resolution of that body; and the selection of subjects to be assigned to the several superintendents, where no particular preferences should be indicated by them, referred to the Department. In the execution of this duty, no slight embarrassment has been felt as to the most suitable disposition of the several subjects, in accordance with the peculiar scientific pursuits or literary tastes of the several superintendents; but in the absence of any express indication of preference of one subject over another, and feeling the utmost confidence in the ability, as well as the disposition of each officer to contribute the results of his experience and research upon any or all of the various topics comprised within the great field of educational labor, hitherto so faithfully and thoroughly filled by their exertions, the Superintendent has submitted the following general arrangement of topics, subject to such modification as those interested may choose to suggest, or mutually to arrange on consultation with each other.

The necessity of comprising the views and suggestions to be made on each of these topics into as brief a space as may be compatible with their clear development, will be obvious, when the number of subjects and the variety of inci-

dental matters required to be included in the general report, is taken into consideration. With this suggestion, the limits of the discussion must be left to the sound discretion of each superintendent.

Academies, general duties of in the preparation of teachers of common schools, Mr. Hopkins of St. Lawrence.
Alphabet, best mode of teaching, Mr. Willson of Allegany.
Apparatus, use and importance of, in common schools, and the most approved articles of, Mr. Douglass of Clinton.
Apportionment of school money, soundest principles of, Mr. Manchester of Madison.
Appurtenances to school-house, Mr. Hough of Montgomery.
Arithmetic, best mode of teaching, Mr. Mayhew of Jefferson.
Arithmetic, most approved and best text-book in, L. H. Brown of Jefferson.
Association of teachers and friends of education generally, importance of, Mr. Burdick of Rensselaer.
Bible, use of, in schools, Mr. Green of Wayne.
Black-board, importance and use of, Mr. Williams of Tioga.
Book-keeping, importance of teaching elementary principles of, in schools, Mr. Edwards of Onondaga.
Brooklyn, particular description of schools in, Mr. King of Kings.
Buffalo, particular description of schools in, Mr. Ely of Erie.
Change of teachers, advantage and disadvantage of, Mr. Frazier of Broome.
Classification in schools, Mr. Spencer of Allegany.
Clergy, influence of, on the prosperity and advancement of the common schools, Mr. Fonda of Schenectady.
Common school fund, effect of, and general policy of increasing, Mr. Foord of St. Lawrence.
Composition, as a branch of common school education, Mr. Moulton of Oneida.
Corporal punishment, as a means of school discipline, Mr. Henry of Herkimer; and Mr. Stevens of Franklin.
Course and extent of study proper to be pursued in common schools, Mr. Nay of Genesee.
County superintendents, means of usefulness, and field of labor of, Mr. Patchin of Livingston.
Definition and meaning of words, importance of

accurate knowledge of in elementary studies, Mr. Barlow of Madison.

Dissentions in school districts, influence of, on the prosperity and efficiency of the school, Mr. Stevens of Wyoming.

District libraries, Henry S. Randall of Cortland.

District School Journal, Mr. Wheeler of Yates.

Division and subdivision of districts, Mr. Rice of Cattaraugus.

Factories, importance of affording the requisite facilities for the elementary instruction of children in, Mr. Preston of Suffolk.

Female education, Mr. Potter of Queens.

Female teachers, Mr. Rochester of Monroe.

Free schools, Mr. Parsons of Chautauque.

Fuel, general principles in reference to which fuel should be provided for the use of our winter schools, J. H. Wright of Cattaraugus.

Geography, best mode of teaching, Mr. Hardenbergh of Ulster.

Geology, expediency of introducing study of, into the common schools, Mr. Baldwin of Warren.

Government and discipline of schools, Mr. Woodin of Columbia.

Grammar, best mode of teaching, and most approved text-books, Mr. Finch of Steuben.

History, best mode of teaching, and most approved text-books, Mr. Fitts of Niagara.

Inhabitants of school districts, duties of, with reference to the schools, Mr. Storkes of Cayuga.

Intellectual culture, Mr. Smith of Saratoga.

Irregularity of attendance, Mr. McFarland of Delaware.

Modes of teaching, Mr. Comstock of Oneida.

Moral culture, Mr. Dwight of Albany.

New-York city public schools, Mr. Stone of N. York.

Normal schools, Mr. Sprague of Fulton; and Mr. Tooker of Orange.

Oral instruction, Mr. Clement of Dutchess.

Physical education, A. Wright of Washington.

Physiology, expediency of the introduction of, as a branch of common school education, Mr. Smith of Schoharie.

Play ground, importance of, Mr. Reynolds of Orleans.

Political economy, how far to be taught in schools, Mr. Myers of Sullivan.

Practical education, Mr. Holcomb of Hamilton.

Private and select schools, O. W. Randall of Oswego.

Public opinion, influence of, in the promotion of popular education, Mr. Blauvelt of Rockland.

Reading, how to be taught, Mr. Grant of Otsego.

Religious exercises in opening and closing schools, Mr. Holmes of Westchester.

Rochester city, particular account of schools in, Mr. Brown of Monroe.

School-houses, W. Wright of Washington.

School registers and school celebrations, use and importance of, Mr. Reynolds of Orleans.

Sites of school-houses, Mr. Tidd of Chemung.

Spelling, best mode of teaching, Mr. Bourne of Chenango.

Summer schools, Mr. Hughston of Delaware.

Teachers, on the best mode of elevating the qualification of, Mr. Hopkins of Ontario.

Teachers' institutes, Mr. Denman of Tompkins.

Text-books, diversity of, and best means of securing uniformity of, Mr. Tallmadge of Oswego.

Town superintendents, duties and means of usefulness of, Mr. Palmer of Otsego.

Trustees and officers of school districts, general duties of, Mr. Baxter of Dutchess.

Union schools, Mr. Day of Seneca.

Vacations in schools, utility and advantages of, Mr. Barnes of Onondaga.

Ventilation of school-rooms, Mr. Barnum of Putnam.

Village schools, best mode of organizing and conducting, Mr. Cleaveland of Greene.

Vocal music, Mr. Shumway of Essex.

SAMUEL YOUNG, Supt.

STATE CERTIFICATES OF QUALIFICATION, as teachers of common schools, under the 10th section of the late school act, were, on the 4th day of July last, granted to the following individuals:

Miss ELIZABETH POPE, of Middlefield, Otsego county.

Mr. GEO. W. FITCH, of Plattsburgh, Clinton county.

Mr. LINUS HASKEL REYNOLDS, of Granville, Washington county.

July 11—Mr. JOHN M. SHERMAN, of Rochester.

COLLECTORS OF SCHOOL DISTRICTS.

CENTRAL SQUARE, }

Oswego co., N. Y., June 3, 1843. }

DEAR SIR—School district No. 11, in this town (Hasting) is destitute of a collector. The collector elected at the last annual meeting in October last accepted, but gave no bail, and collected one or two bills. This spring the bill for the winter's school was put into his hands and bail required; this he would not do, and refused to serve. We then appointed another, and he refused to serve at any rate, bail or no.

What must we now do? Please instruct us, as we wish to know what to do.

Yours, &c.,

DAVID BAIRD,
NOAH PHELPS.

SAMUEL YOUNG, Esq., Supt. Schs., &c.

BY THE SUPERINTENDENT.

By the 107th section of the school act, it is provided, that when the collector of a district shall not execute the bond required by the preceding section within a specified time, his office shall be vacated; "and the trustees may appoint any other person residing in the district as collector in his place." If the person so appointed refuses to serve, another may be designated; and so on until some one is found who will serve.

Labor, industry and virtue go hand in hand. Idleness and leisure lead to weakness, immorality and vice. Down with all aristocracy—all nobility—save the nobility of true virtue and honest industry. Toil, either of the brain, of the heart, or the head, is the only true manhood, the only true nobility.

CARDS *vs.* BOOKS.

[We have read with interest and advantage the following letter, recommending the substitution of printed cards for books in our district schools. The plan is not new, it having been in successful operation in the Dublin National School more than twelve years since; and it will, we trust, therefore, receive a more careful consideration from those who are too ready to condemn as Quixotic, every proposed innovation on our methods of teaching. Mr. Goodrich's high character as an educator, adds great weight to the reasons urged in its behalf; and we hope that it will be fairly tested, and its results forwarded for publication.—Ed.]

Canal, Onondaga co., June 14, 1842.

DEAR SIR—Many just complaints have been preferred against the great diversity of text books prevailing in the district schools of this state, and against their want of adaptation to the ages and capacities of the scholars. But I think there is a greater evil, and one that demands more particularly the attention of your department, and of every school officer in the state, of which, comparatively, but little has been said. Thousands are utterly destitute, not only of proper books, but of any books at all; and this destitution is not confined to the children of the poor. In reference to a full supply of books necessary to a thorough course of instruction, probably not one-tenth are furnished. That thousands attend the places of instruction sorely divested of proper *bodily* covering, is of but little importance when weighed against the want of that which is ultimately to aid in supplying both body and soul. I have witnessed the destitution and miseries of the schools until my heart is too full to withhold my efforts, puny as they are, in their behalf.

From the great number of absentees, who have been sought upon the banks of creeks, and in the public streets, during my past labors, the answer has been, "We can't go to school, we have no books." An argument too potent and well founded to be easily overthrown.

I ascribe the evil in a great measure to the expensive form and want of durability of the books furnished. It should be considered, that when more is demanded for books than for all the other expenses of education, it must not only be beyond the ability of the poor to supply themselves, but a very potent objection must arise to those who possess more ample means. I am led to believe that a very simple remedy may be applied to all the evils incident to the present mode of furnishing book materials to district schools. From recent experience, I have discovered that cards may supercede the use of books in schools at less than one-fourth part of their expense, and at the same time subserve the purposes of instruction in a much more efficient manner.

I shall in this, point out the superiority of cards over books as a medium of instruction, and leave it for a the subject of future communication, to show how they are to be constructed and used.

To illustrate as briefly as possible the econo-

my of cards, we will suppose that if, instead of fastening together some five hundred lessons, to be simultaneously worn out, we present them to the pupil singly, it will be perceived *four hundred and ninety-nine* of them are not subject to wear and accident, while but *one* is learned. And what is of greater importance in point of economy, lessons *unbound* may be again distributed to successive classes, thereby reducing the number requisite for any school to less than a fourth of that required with books.

Another principle in relation to the economy of cards, is their care and perservation by the teacher; without which he could not proceed a single day, thus properly committing the care of the books to the hands of *one*, instead of *many*.

A reference to the extreme durability of this material when in the hands and *pockets* of the *itinerating gamester*, will satisfy any one of its liability to withstand the *urchin* at school.

One prominent advantage in the use of cards, is the easy control it gives to the teacher over the rambling propensities and hasty progress of the pupil. Another is, its adaptation to the maintenance of *novelty* throughout the whole course of instruction, by presenting the lessons no faster than they are learned. It naturally conforms to the great maxim of "Learning one thing at a time," and conducts the learner imperceptibly up the "Hill of Science," without daunting him with an undue contemplation of his task. It also relieves the teacher from many vexations and delays, arising from loss of places on the pages of a book.

It will be seen that an adoption of the card system would at once produce uniformity in lessons, and an impartial supply to all classes, while it also adds its of the introduction of all occasional improvements.

As regards its practical operation, I can speak only so far as it could be tested with *written* form on *common* paper for classes in *reading*, *spelling* and *mental arithmetic*. A decided preference on the part of pupils has been manifested for *cards*, even in this form. During the expiring gratification of the present, and rising anticipation of that which was to succeed, they have uniformly accomplished the lessons with a degree of interest which it is not in the power of books to inspire. Their operation cannot, perhaps, be better pointed out than by referring the reader to the peculiar interest and effect with which his own daily or weekly periodical is sought for and perused.

In addition to the several advantages arising from their better adaptation to the condition of the youthful mind, the use of cards as a medium of instruction has been found to excel books in many other respects. The following summary is all that can be referred to at this time:

ADVANTAGES OF ECONOMY.

By wearing out no more at a time than is in actual use.

By admitting immediate distributions of the lessons of foregoing to succeeding classes, thereby lessening the number requisite to *one-fourth* part of that required with books.

By casting the care and preservation of the lessons upon the teacher alone.

Exemptions from new editions

OF EFFICIENCY AND ORDER.

Control given to the teacher over the rambling propensities and hasty progress of the pupil.

Uniformity in lessons and course of study.
Impartial supply to *all* the classes.

So far as the cards have been specifically arranged, they embrace the following order:

1. SERIES OF WHITE.

Embracing the learning of the alphabet.

2. SERIES OF BLUE.

Words and phrases, with lessons in counting.

3. SERIES OF RED.

Reading, spelling and mental arithmetic.

4. SERIES OF GREENE.

Reading, spelling, mental arithmetic and physical geography.

5. SERIES OF YELLOW.

Reading, written arithmetic, geography and English grammar.

6. SERIES OF ORANGE.

Geography, arithmetic, English grammar and composition.

Before offering a specific plan, I would inquire whether a *cabinet*, embracing a full system of cards for the use of common schools, would come within the meaning of "Other scientific apparatus," for the purchase of which districts may, in certain cases, appropriate the library moneys?

Very respectfully yours,

CHAUNCEY GOODRICH,

Town Supt. Com. Schs. Van Buren.

Hon. SAMUEL YOUNG, Supt. Com. Schs.

BOARDING ROUND.

Middlefield, June 2d, 1843.

In order to renovate our social condition, the people must not only engage competent teachers, but they must aid them in their arduous task; they must exert themselves to render their life pleasant, that they may not feel that they are struggling alone, without friends and without sympathy. I have been for some time a teacher, and could give many anecdotes relative to a teacher's life, which would make the people blush. But I would now speak of the annoying practice which prevails in most districts, of compelling teachers to go from house to house to board. The better to illustrate this subject, I will give a portion of my own experience in the town of S—, Schoharie county, where I have taught one year. I entered the school a perfect stranger in the place, and of course expected to be treated with the kindness and consideration which every stranger has a right to expect. After the first week (during which time I boarded with one of the trustees,) I made application to several families, to know if I could board with them the following week, all answered in the negative, and each gave a reason, which satisfied themselves, if it did not cheer and encourage their teacher. Said one: "Well—I don't know—we have a very large family just now—we have several men working for us, and I don't see how we can board the teacher." Another said: "We are going through with the usual spring ceremony of cleaning house; we can't possibly have you." One was building a new house; and another gave the following flattering reason: "Well—I don't know—our teacher has come some fifteen or twenty miles to teach our school; she is a stranger; we don't know any-

thing about her; I am afraid she is proud; I had rather not board her yet." I listened to the above excellent reasons; and Monday night found me a teacher in a strange place, without even a teacher's home. I had only the miserable alternative left, to go to one of the places where I had met with such ungracious refusals, or enter one of the remaining families without asking permission. I thought the latter course preferable, and bent my steps accordingly. The reader, if he be a teacher, will readily imagine what kind of reception I met with. Often, very often, did I linger after dismissing my scholars, precisely in the same predicament, without knowing whither to bend my footsteps.

There is another source of embarrassment, which is deeply felt, especially by female teachers. The most opulent and intelligent families of many districts, as in S—, have no interest in the district school; and they seldom, if ever, extend their kindness and hospitality to the district teacher, who is not unfrequently cut off from all society whatever. I appeal to the people to say if, under such circumstances as these, they can expect young and delicate females, who have been carefully and tenderly educated, to sacrifice the pleasures of home and society, to instruct their children, when they meet with nothing but cold unkindness in return.

A FEMALE TEACHER.

OBERLIN,—OR THE TRIUMPHS OF EDUCATION.

Oberlin, however, had still some prejudices to encounter in carrying forward the education of this rude population. He desired to teach them better modes of cultivating their sterile soil; but they would not listen to him. 'What,' said they, with the common prejudice of all agricultural people in secluded districts, 'what could he know of crops who had been bred in a town.' It was useless to reason with them; he instructed them by example. He had two large gardens near his parsonage, crossed by foot-paths. The soil was exceedingly poor, but he trenched and manured the ground with a thorough knowledge of what he was about, and planted it with fruit trees. The trees flourished, to the great astonishment of the peasants, and they at length entreated their pastor to tell them his secret. He explained his system, and gave them slips out of his nursery. Planting and grafting soon became the taste of the district, and in a few years the bare and desolate cottages were surrounded by smiling orchards. The potatoes of the canton, the chief food of the people, had so degenerated, that the fields yielded the most scanty produce. The peasants maintained that the ground was in fault: Oberlin, on the contrary, procured new seed. The soil of the mountains was really peculiarly favorable to the cultivation of this root, and the good minister's crop of course succeeded. The force of example was again felt, and abundance of potatoes soon returned to the canton. In like manner Oberlin introduced the culture of Dutch clover and flax, and at length overcame the most obstinate prejudice, in converting unprofitable pastures into arable land. Like all agricultural improvers, he taught the people the value of manure, and the best modes of reducing every substance into useful compost. The maxim which

he incessantly repeated was 'let nothing be lost.' He established an agricultural society and founded prizes for the most skillful farmers. In ten years from his acceptance of the pastoral office in the Ban de la Roche, he had opened communications between each of the five parishes in the canton, and with Strasburgh, introduced some of the most useful arts into a district where they had been utterly neglected, and raised the agriculture of these poor mountaineers from a barbarous tradition into a practical science.—Such were some of the effects of education in the most comprehensive sense of the word.

The instruction which Oberlin afforded to the adults of his canton was only just as much as was necessary to remove the most pressing evils of their outward condition, and to impress them with a deep sense of religious obligation. But his education of the young had a wider range. When he entered on his ministry, the hut which his predecessor had built, was the only school-house of the five villages composing the canton. It had been constructed of unseasoned logs, and was soon in a ruinous condition. *The people, however, would not hear of a new building; the log house had answered very well, and was good enough for their time.* Oberlin was not to be so deterred from the pursuit of his benevolent wishes. He applied to his friends at Strasbourg, and took upon himself a heavy pecuniary responsibility. A new building was soon completed at Waldbach, and in a few years, the inhabitants in the other four parishes came voluntarily forward to build a school-house in each of the villages. Oberlin engaged zealously in the preparation of masters for these establishments, which were to receive all the children of the district when of a proper age. But he also carried the principle of education farther than it had ever before gone in any country. He was the founder of *Infant schools*; he saw, that almost from the cradle children were capable of instruction; that evil habits began much earlier than the world had been accustomed to believe; and that the facility with which mature education might be conducted, greatly depended upon the impressions which the reason and the imagination of infants might receive. He appointed *conductresses* in each commune, paid at his own expense; and established rooms, where children from two to six years old might be instructed and amused; and he thus gave the model of those beautiful institutions which have first shewn us how the happiness of a child may be associated with its improvement, and how knowledge, and the discipline which leads to knowledge, are not necessarily

'Harsh and crabbed as dull fools suppose.'

The children in these little establishment; were not kept 'from morn till noon, from noon to dewy eve,' over the horn-book and primer.—They learnt to knit, and sew, and spin; and when they were weary, they had pictures to look at, and maps, engraved on wood, for their special use, of their own canton, of Alsace, of France and of Europe; they sang songs and hymns; and they were never suffered to speak a word of *patois*. This last regulation shews the practical wisdom of their instructor.

When the children of the Ban de la Roche, the children of peasants, be it remembered, who a few years before the blessing of such a pastor

as Oberlin was bestowed upon them, were not only steeped

'Up to the very lips in poverty,'

but were groping in that darkness of the understanding which too often accompanies extreme indigence—when these children were removed to the higher schools which possessed the most limited funds, when compared with almost the meanest of our parochial endowments for education, they were taught reading, writing, arithmetic, geography, astronomy, sacred and profane history, agriculture, natural history, especially botany, natural philosophy, music, and drawing. Oberlin reserved for himself almost exclusively, the religious instruction of this large family; and he established a weekly meeting of all the scholars at Waldbach. The inhabitants of Strasbourg and the neighboring towns from which the Ban de la Roche had been recently cut off, came to look upon the wonders which one man had effected. Subscriptions poured in upon the disinterested pastor; endowments were added. Well did he use this assistance. He founded a valuable library for the use of the children; he printed a number of the best school books for their particular instruction; he made a collection of philosophical and mathematical instruments; he established prizes for masters and scholars; he published an almanack which he gave to his people, in the preface to which is the following passage:

'In your common almanacks, you find and pay for a number of incomprehensible things; for others absolutely useless; and for others contrary to the commands of God—such as prognostics of the weather, nativities, predictions from the planets according to birth days, lucky and unlucky days, or good or bad omens. This new almanack is divested of such nonsense.'

Thus did this extraordinary man strive to raise the intellectual standard of his parishioners, whilst he labored to preserve the purity of their morals, and the strength of their piety.—Never did religion present more attractive features than in the secluded districts of the Ban de la Roche. The love of God was constantly inculcated as a rule of life; but the principle was enforced with no ascetic desire to separate it from the usefulness and the enjoyment of existence. The studies in which these poor children were trained contributed as much to their happiness as to their knowledge. They were not confined for years, as the boys and girls of our parish schools, to copying large text and small hand, to learning by rote the one spelling book, to hammering at the four rules of arithmetic, without understanding their principles, or their more practical applications.

The children of Oberlin's school were taught whatever could be useful to them in their pastoral and agricultural life, and whatever could enable them to extract happiness out of their ordinary pursuits. They were incited to compose short essays on the management of the farm and the orchard; they were led into the woods to search for indigenous plants, to acquire their names, and to cultivate them in their own little gardens; they were instructed in the delightful art of copying these flowers from nature; it was impressed upon their minds, that as they lived in a district separated by mountains from the rest of mankind, and moreover a district natu-

rally sterile, it was their peculiar duty to contribute something towards the general prosperity, and thus, previously to receiving religious confirmation, Oberlin required a certificate that the young person had planted two trees. Trees were to be planted, roads were to be put in good condition and ornamented, to please Him 'who rejoices when we labor for the public good.'

In the course of twenty years, the population of the Ban de la Roche had increased to six times the number that Oberlin found there when he entered upon his charge. The knowledge which their pastor gave to the people gave them also the means of living, and the increase of their means increased their numbers. The good minister found employment for all. In addition to their agricultural pursuits, he taught the people straw-plaiting, knitting, and dyeing with the plants of the country. In the course of years, Mr. Legrand, of Basle, a wealthy and philanthropic manufacturer, who had been a director of the Helvetic republic, introduced the weaving of silk ribbons into the district.

'Conducted by Providence,' says this gentleman, 'into this remote valley, I was the more struck with the sterility of its soil, its straw-thatched cottages, the apparent poverty of its inhabitants, and the simplicity of their fare, (chiefly consisting of potatoes,) from the contrast which these external appearances formed to the cultivated conversation which I enjoyed with almost every individual I met whilst traversing its five villages, and the frankness and *naïveté* of the children, who extended to me their little hands.'

It is now four years since I removed here with my little family, and the pleasures of residing in the midst of a people whose manners are softened and whose minds are enlightened by the instruction which they receive from their earliest infancy, more than reconciles us to the privations which we must necessarily experience in a valley separated from the rest of the world by a chain of surrounding mountains.'

An English visitor of the Ban de la Roche says:

'If you go into a cottage, they quite expect you will eat and drink with them; a clean cloth is laid upon a table, and the new milk and the wine, and the great loaf of bread are brought out; yet they are, in reality, exceedingly poor.'

The authoress of the 'Memoirs,' says:

'When a poor father or mother died, leaving a numerous family, it was a thing of course, for some poor person to offer to take upon himself the charge and care of the orphans, so that many of the households contained one or two of these adopted children, and they seldom thought of mentioning that they were not their own.'

The difficulties which the pastor of Waldbach surmounted, should be a lesson of encouragement to every man similarly circumstanced, and especially to the clergy of all denominations.—In our own country, too, we have seen ministers devote themselves to their duty with a zeal not less than that of Oberlin, but with success, it is true, often disproportioned to their efforts, owing to circumstances over which they had no control. In the midst of privation, they have been supported by the consciousness of honest intention, and the faithful discharge of their sacred duty. Let the example of Oberlin encourage them in their honorable course. That man had

no splendid wages for the Christian office, to pamper him into luxurious indolence, and a want of sympathy for those by whom he was surrounded. That man did not shut himself up in his closet throughout the week, to harden his heart and narrow his understanding, by poring over polemics which would have been useless to his flock, even if they had been intelligible; nor did he foster his pride, with *that*, miscalled learning, till his ignorance of things around him was palpable to all except himself.—That man did not mix in the angry strifes of political discussion, but even in the heat of the French Revolution, proclaimed that 'public happiness constitutes private happiness, and that every individual ought, therefore, to live for the public good.' Oberlin bestowed his time, his talents, his learning, his little property, without stint, upon his little flock—we have seen how successfully. He had a reward which no selfish indolence can approach, and no petty vanity can estimate. In the fullness of his heart, the venerable man, looking around upon the valleys which he had filled with the peacefulness of contented industry, and upon the people whom he had trained to knowledge, and to virtue, the best fruit of knowledge, exclaimed, 'Yes! I am happy.' And when he died, he was followed to the grave by an entire population, upon whom he, a poor but industrious and benevolent clergyman, had showered innumerable blessings, the least of which the idle and self-indulgent lord of thousands has neither the grace to will, nor the spirit to bestow.

TRAINING COLLEGE FOR SCHOOLMASTERS.

THE National Society of England has recently formed several establishments for educating and training teachers. They are awake to the alarming fact that very many of those employed in teaching are entirely incompetent. Those only can teach well who have themselves been well instructed. They must be educated before they can educate. A deep conviction has been entertained, and it is becoming more and more general, that the art of teaching requires a specific and long continued preparation. To give opportunity and means for this, is the object of the National Society.

One of their colleges recently established for this purpose, is within three miles of Westminster Abbey, London. It consists of buildings affording apartments for a lecture room, class room, dining hall, and chapel, with dormitories sufficient for sixty students, and parlors, bedrooms, &c., for two teachers. It is to be under the charge of a Principal and Vice-Principal, and two resident teachers.

At a short distance is a practising school for 130 scholars from the neighborhood, who are to be taught by six students from the college, and a master. The Rev. Derwent Coleridge has been appointed Principal.

"Let the commonwealth take care of the children, and the children will take care of the commonwealth."

Calumny is often like the furnace heated for Shadrach, Meschach and Abednego, fatal to those only who cast in the victims.

[From the Michigan School Report.]

BLACK-BOARD INSTRUCTION.

The communications received evince an almost universal neglect, by our district school teachers, to use the black-board as a means of instruction; and even in the few instances where it has been tried, but an occasional teacher appeared to comprehend its object or understand its use. Now, it is safe to say, that no mechanical invention ever effected greater improvements in machinery; no discovery of new agents more signal revolutions in all the departments of science, than the black-board has effected in schools; and certain it is, that no apparatus, at all comparable with it for simplicity and cheapness, has, to such a degree, facilitated the means and augmented the pleasures of primary instruction. Whatever objection to other school apparatus economy or necessity may suggest, none can reasonably bear against this. The materials for its construction are as abundant and accessible as the forests, and the merest tyro of a mechanic in any district can fashion one for all ordinary purposes. It consists of nothing but a soft planed board, varying in size from three to six or eight feet square, as circumstances may require, and painted black or stained with logwood.* Sometimes it is nothing more than a parallelogram blacked out upon the walls, as in the upper village schoolhouse of Ann Arbor, and in the lecture room of the University. Whether upon the walls or in the frame, it should be in full view of the whole school. Portable black-boards, however, are indispensable in large schools. With this simple instrument, and a piece of chalk, revolutions have taken place in schools. And if stern necessity destines our schools to plod on, year after year without uniformity of books, the immediate resort to black-board instruction is suggested as a speedy and most effective relief. Ten years ago, only colleges and the higher order of academies called black-boards into requisition; and then only to solve an equation in Euler or demonstrate a proposition in Euclid. But why should not our schools begin to learn their uses and appreciate their inestimable advantages? Teachers will be astonished, as well as delighted, at the results of a single trial. They will find, if they begin right, in teaching the primary branches, that amusement may be so combined with instruction as to facilitate progress with great rapidity, and at the same time develop the perceptive and reflective faculties in a manner hardly deemed possible by the old vexatious methods. Heretofore, months of uninterrupted torture have elapsed before a child, after commencing with his first book, could, even by forced marches, make his way through the alphabet; and other months before he could attach an idea to the shapeless signs ever in his eye and always in his dreams. But now, with the black-board before him, and intelligibility in every word or character upon it, he learns to read, spell, draw, write, cipher, and think with greater facility, and far more satisfactorily, than formerly he could learn, from memory, to repeat that senseless jargon upon the first page of

* In every school there should be an extent of black board sufficient to allow the largest class in geography or arithmetic to stand before it together, and draw maps or solve problems simultaneously.—Ed.

every primer nicknamed a-b ab; e-b eb; u-bub, and so on to b-o-g! In fact, experiments with children beginning to learn, prove the inutility of the alphabet as a first lesson. Let them launch at once into the world of words. Write upon the black-board names of things most familiar to the child,—as man, boy, girl, book, table, doll, horse, chair, &c. Pronounce them, and require the child to repeat, its finger and eye being upon the word. The letters in combination, which, isolated, had no meaning to him, present a familiar picture, and convey to his mind a distinct idea. Of man, the living form, walking about, or at rest, he has already a correct idea. If pointed out, he readily calls him *man*. Just so with *man* on the black-board. The three letters in combination, seen and pronounced, bring before him the same living form. His eye retains the picture, his ear the sound, and his mind the idea of that magic word, and he will afterwards, on seeing or hearing it recall the idea as easily as if the living form were before him. How much more accordant with nature is this beautiful, and, to the child, delightful mode of instruction, than the old fashioned one of grinding him down to the unintelligible pot-hook, crooked S, and round O of the alphabet! To learn letters is a work of analysis, and of course requires the aid of faculties not sufficiently developed in childhood.—Show a child something as a *whole*, and he gets a full idea of it and retains it; show him mere *parts* of that whole,—and letters are but parts or elements of words,—and, attaching to them no idea, he finds it difficult to retain, still more so to recall them.* But there is no time to enlarge upon this subject. It is sufficient to say, that no teacher, who has tried the black-board, and understood its use, has given it up.

* "The general practice [of teaching the alphabet first] is founded upon the notion that the learning of letters facilitates the correct combination of them into words. Hence children are drilled in the alphabet until they pronounce the name of each letter at sight. And yet, when we combine letters into words, we forthwith discard the sounds which belonged to them as letters. The child is taught to sound the letter *a*, until he becomes so familiar with it that the sound is uttered as soon as the character is seen. But the first time the letter is found, even in the most familiar words, as in *father, papa, mamma, apple, peach, walnut, hat, cap, bot, rat, slap, pan, &c.*, it no longer has the sound he was before taught to give it, but one entirely different. And so of the other vowels. In words they all seem in masquerade. Where is the alphabetic sound of *o*, in the words *word, done, plough, enough, other*, and innumerable others? Any person may verify this, by taking any succession of words, at random, in any English book. The consequence is, that when the child meets his old friends in new company, like rogues, they have all changed their names. Thus the knowledge of the sounds of the letters in the alphabet becomes an obstacle to the right pronunciation of words; and the more perfect the knowledge the greater the obstacle. The reward of the child for having thoroughly mastered his letters is, to have his knowledge of them cut up in detail, by a regular series of contradictions, just as fast as he brings it forward. How different, for instance, is the sound of the word *is*, from the two alphabetic sounds *i* and *s*;—of the word *we*, from the sounds *w* and *e*;—of the word *two*, from the three sounds *t*, *w* and *o*.—We teach an honest child to sound the letters *e, y, e*, singly, until he utters them at sight, and then with a grave face, we ask him what *e, y, e*, spells; and if he does not give the long sound of *i*, he is lucky if he escapes a rebuke or a frown. Nothing can more clearly prove the delightful confidence and trustfulness of a child's nature, than his not boldly charging us, under such circumstances, with imposition and fraud."

HORACE MANN.

DISTRICT SCHOOL JOURNAL.

FRANCIS DWIGHT, EDITOR.

THE NEW METHOD OF DIRECTING THE JOURNAL.

Many irregularities having occurred in the reception of the Journal, owing to the annual change of clerks in the several Districts, the Superintendent of Common Schools, by an order dated May 1st, directed the several County Superintendents to forward the "familiar name and post office address" of each school district under their several jurisdictions, that the Journal might hereafter be sent to the District, for the use of its officers, and not to an individual, who might, or might not continue to be entrusted with its interests. Full returns have been received from the following counties: Broome, Cattaraugus, Chemung, Chenango, Columbia, Delaware, Erie, Franklin, Fulton, Genesee, Greene, Hamilton, Herkimer, Jefferson, Livingston, Madison, Montgomery, Niagara, Oneida, Orleans, Otsego, Queens, Rockland, Schenectady, Seneca, Suffolk, Tioga, Wayne, Yates and Wyoming. Partial returns from Allegany, Mr. Spencer's District; Dutchess, Mr. Clements'; Onondaga, Mr. Barnes'; Oswego, Mr. Randall's; St. Lawrence, Mr. Foord's; and from all but three towns in Washington; and in part from Cayuga, Tompkins and Steuben.

Hereafter the Journal will be forwarded according to the order of May 1st, to all of the above counties, excepting Seneca, Tompkins and Steuben, they not being entered in time for this number.

We have made this particular statement, that the several county officers may know what returns have *been received*, and in the hope, that those who have not made them, will at once relieve us from the difficulty arising from the imperfect state of our mail book.

In a few instances we have received merely the names and post offices of districts without their "familiar names," which lessens the probability that the Journals will reach their destination. As through the town superintendents this information can readily be obtained, we hope the order of Col. Young will be complied with.

The June Journal, containing the New School Act, with Col. Young's exposition of its provisions, can be had by application at this office.

TOWN SUPERINTENDENTS.

In accordance with the recommendation of Col. Young, conventions of these officers have been held by the several county superintendents in nearly every part of the State.

The object of these meetings, is to carry into harmonious and vigorous operation the new school law, by a careful consideration of the duties imposed by the statute, and by arranging such measures for the examination of schools and teachers, as shall rouse the people from the death-like trance in which they so long have slumbered, to the importance of these nurseries of the "sovereigns" of the State.

We had intended to publish the proceedings of some of these conventions, in order to arouse those counties which had not manifested similar interest in this great work. But it is now unnecessary, for nearly every county from Suffolk to Chautauque, has already entered the field, and more than one has announced its determination to challenge the first place in the career of improvement.

It is a glorious contest; and for ourselves and our associate town superintendents, we promise that Albany County shall not be the last at the goal.

NOTICE TO TOWN SUPERINTENDENTS.

Town Superintendents are earnestly requested to take a warm interest in extending the circulation of the Journal. For one dollar three copies will be furnished according to their direction. We put the Journal at this low rate to them, in order to secure its general reception by those officers, who, in order rightly to discharge their duties, must be familiar with the administration of the schools by the Department. The law does not require the Journal to be sent to the town officers, and we regret that its means are not sufficient to allow us to forward it at our own expense.

The County Superintendents will confer a great personal favor upon us, by calling the attention of the town officers to this subject.

THE LABORS OF A COMMON SCHOOL TEACHER.

"It may well be asked, by those who have reflected but little on the subject, why are there so many different views concerning the management of common schools? Why are so few conducted well? Why is the task relished by so small a number of teachers, and understood by so few committees or trustees? To a person, however, who has considered the subject aright, and with the aid of practical experience, the answer is ready to all these questions. The management of a common school is one of the most complex of human employments, and in

volves some of the principles least understood, and most difficult of application.

"Let the occupations of men be considered, let an estimate be formed of the difficulties to be encountered, even in the practice of the learned professions; and I am persuaded that they will be found beset by few sources of perplexity as great as those which embarrass the common school teacher. If the business of governing men proves harassing and painful, it is to be remembered that the teacher participates similar trials: for he is obliged to govern, without directions from a superior, without written laws prescribed by higher authority, and to a great extent, without many precedents known or acknowledged.

"Do men of the most thorough education usually find themselves unable to communicate well the knowledge they have acquired; and do they sometimes shrink from an examination into the state of their minds? The common school teacher must daily submit to what they regard as peculiarly difficult or irksome.

"Do parents seek excuses to avoid the training of their children; and under the gaze of parental love, sometimes pay large sums to teachers, to relieve themselves of their toilsome duties? The schoolmaster or mistress daily bows to the yoke from which they are glad to obtain exemption, and receives in addition a load which would crush almost any other member of the community. If we compare the task of a common school teacher with that of a professor or tutor of a college, whatever may have been the labor and self-denial of the course which has prepared the latter for his station, we shall find that he is free from many of the most serious embarrassments of the former.—There is no variety of studies and recitations to be attended to in rapid succession; there is no great diversity of ages, habits or circumstances to be considered in the management of the individuals composing his class, the application to be made of the principles of government and instruction is not embarrassed by an endless complication.

"But look at the teacher of a common school in our country, such as he is found in the great majority of cases, surrounded by thirty or forty children, he has a dozen different branches to teach, some to all, others to a portion of his pupils. His first task, that of classification, calls for some of those powers which would be demanded of one who should undertake to yoke to the plough, the harrow and the cart, a herd of all kinds of cattle driven together at hazard in a village pound.

"And what unnecessary difficulties are thrown in the way, by the indifference of superintendents and parents! Hear the complaints of an insufficient supply of books, bad rooms, furniture and arrangements, and the long list of evils which the teacher learns to appreciate by too real experience! Then consider the poor preparation with which some thirty or forty thousand new teachers annually embark in their toilsome business! Out of the sight and hearing of improvements, and far beyond the sphere of discussion and enquiry, they had little to encourage the exercise of their minds in investigating principles, much less do they receive light or direction in views not their own.

"Happily, however, the employment of a common school teacher offers peculiar means and opportunities for self-improvement. The mind, when urged by strong necessity, learns something of its own resources; for it there exerts its powers. By practice a teacher perceives the tendency of certain principles of instruction and discipline, and his circumstances render valuable those which prove successful. True, under the various embarrassments around him, he usually makes much less progress than we could desire; but every improvement introduced by an independent exercise of reason and resolution, whatever benefit it may confer upon the school, proves doubly useful to the teacher. It helps to mature his character, and lays at least one solid stone in his own education, in a firm position and a strong cement."

THE SCHOOL ROOM.

"Give to your children a neat and cleanly and tasteful school-room, and they will feel a motive to cultivate, not only in the room, but in themselves, neatness and order and decorum; while, at the same time, the acquisition of knowledge becomes associated in their minds with all that which is pure and lovely and agreeable. Instead of this, the associations are too often with a painful confinement on a narrow board; within low and ragged and discolored walls; amidst nauseous vapors, exhaled from three or four score pairs of lungs; surrounded with dirty and mutilated benches, with tattered quilts and sheets and cores and paper scraps, and things unnamable, strewn along the aisles and floor. And who would expect, in such a place, the cultivation of those habits of neatness and decorum, which you would cherish in your child as his chief ornaments? habits, in connection with which, a cultivated mind shall yield you grateful fruit at the lips of your child, which shall be like apples of gold in pictures of silver; but without which, the highest attainment in intellectual knowledge will become as a jewel of gold in a swine's snout."

ALPHABET OF RULES.

Attend well to your business.
Be punctual in your payments.
Consider well before you promise.
Dare to do right.
Envy no man.
Faithfully perform your duty.
Go not in the paths of vice.
Have respect for your character.
Infringe on no one's right.
Know thyself.
Lie not.
Make few acquaintances.
Never profess what you do not practice.
Occupy your time in usefulness.
Postpone nothing that you can well do.
Quarrel not with your neighbor.
Recompense every one for his labor now.
Save something against a day of trouble.
Treat every man with kindness.
Use yourself to moderation.
Vilify no person's reputation.
Watchfully guard against idleness.
Xamine your conduct daily.
Yield not to temptation.
Zealously pursue the right path

[From the Boston Post.]

THE CHILDREN OF ENGLAND.

We have been surfeited until the heart sickens with accounts of the disgraced, suffering condition of the working population of Great Britain. From the agricultural, manufacturing, and mining districts comes the same general report—poverty, misery, crime and ignorance, in appalling statistics. The disgusting details spread abroad concerning the factories and collieries, excited every where a shudder. These details are not confined to such individual instances as may be found in every country; they apply to whole districts, to whole classes; the number whose condition is thus characterized are thousands—yea, millions. Another exhibit of the same general character has been recently made by Lord Ashley, in a speech in the House of Commons. It is upon the state of the children of England. Not the state of the children of the favored population—of the few hundred thousand of the nobility or wealthy classes; but the state of the children of the toiling mass of millions—the men who create the wealth, fight the battles, and support the splendor of Great Britain. This speech is important in its character. It is a matter-of-fact speech. Its details concerning children will vie with the same sort of details we have had of men and women; they are made up of information from authentic sources—from reports of commissions instituted for inquiry, of sheriffs, of police officers, of overseers of houses of correction, of clergymen, of justices, and from other sources.

After stating some general statistics, not very definite, in which the number of children without daily instruction in England and Wales is set down at about one million, Lord Ashley goes into details. By such means, he arrives at a correct view of the nature of the "vast uncultivated waste" that is spread over the country. He begins with the police returns of Manchester. In six months, up to July, 1842, there were taken into custody 8,341 persons: males, 5,810; females, 2,531. Of those who could neither read nor write, there were 3,098 males; females, 1,519; total 4,617. Of these 2,360 were between 15 and 20 years of age, and 665 between 10 and 15. The number of beer houses, (769,) brothels, thieves, and other houses is then given. Similar statistics, also, are given respecting Birmingham and Leeds. In the latter case, Lord Ashley goes into details—loathsome enough. In this town, "the early periods of life furnish the greater portion of criminals." Setting aside early drunkenness, thieving and ignorance, we find statements that seem hardly credible concerning early prostitution. This is promoted by the multitude of beer-houses, which have apartments in the upper stories devoted to the purpose. One of the police officers says, "there are many beer-shops which are frequented by boys only, as early as thirteen years of age. The girls are, many of them, loose in their conduct, and accompany the boys." Mr. Rayner, superintendent of the police, says:—"Lads from 12 to 14 years of age constantly frequent beer-houses, and even at that age have their girls with them." We give but one more extract. It is from a clergyman. He says, "The most revolting feature

of juvenile depravity is early contamination from the association of the sexes. The outskirts of the town are absolutely polluted by this abomination."

Such is a sample—the most decent—of two columns of such statistics! Sheffield, Wolverhampton, Willenhall, Wednesfield, Darlston, are then dwelt upon. At the latter place, evidence stated that there were one thousand men who "did not know their own names but only their nicknames." Then follow Bilston where the girls "drive coal carts, ride astride upon horses, drink, swear, fight, smoke, whistle, sing, and care for nobody;" Sedgely, "the district of female blacksmiths"—as loathsome in habits as in details already given; Warrington, the district of the potteries, where "more than 3-4ths of the persons cannot read or write;" Nottingham, where it is stated, "immorality prevails to an awful extent;"—in all these details, similar to those we have quoted, are given. But Lord Ashley is more general still: he says—"this state of things, prevailed more or less throughout the whole kingdom." There is evidence, direct, that it runs over the coal and iron fields of Britain and Wales. From the east of Scotland, the evidence was as follows: "The condition of the lower classes is daily becoming worse in regard to education." Of North Wales it is said: "Not one collier boy in ten can read so as to comprehend what he reads." Of South Wales: "Many are almost in a state of barbarism. Religious and moral training are out of the question. I should certainly be within bounds by saying that not one grown male or female in fifty can read." Of the West of Scotland: "A large portion of the colliery and iron-work hands are living in an utterly depraved state." But we find the whole summed up in a letter from a person "whose opportunities of observation are unequalled." He believes "that the middle-aged and rising generation" are "worse and more debased than any previous generation for the last three hundred years."

After such details of early depravity, Lord Ashley passes to the evidences in his possession respecting drunkenness. These consist of the common, but too true, statistics of the effects of this habit in bringing upon a community wretchedness and ruin; in filling lunatic asylums, jails, houses of correction, and prisons with inmates. Their only variation is, that children are the subjects of his terrible story, rather than men. He then dwells upon the effects of such debasement upon the mental organization and mental capacities of the children. Of course, it deteriorates the former and weakens the latter. His conclusion is as follows: "The criminal tables and criminal statements furnish evidence that the evil was deep-rooted and increasing, and that, if something were not done, twenty years would not elapse before there would be a general convulsion, or displacement of society."

ON IRREGULAR ATTENDANCE.

The improvement of the schools would be greatly promoted, by a more regular attendance on the part of pupils. Irregularity in this respect, the frequent absence of several scholars for half a day, a day, or a week, is a grievous evil to a school in every way. It breaks up the effec-

tive drill. It makes chasms in classes, gaps in recitations, fatal to a uniform and orderly progress. At examination, the teacher finds, to his mortification and discouragement, that his exertions, for a whole quarter, to make a class do credit to itself and to him, are balked by the falterings and haltings of every fourth or fifth member, whose frequent absence has been permitted or required by his parent or guardian. The finest array is thus disordered and utterly dislocated. The whole school is encumbered and retarded in its progress by these unfortunate stragglers, harassing its rear and dragging at its skirts. Unfortunate, we say, for very often it is far from being the poor child's fault that he cannot dress into line and expedite instead of hindering the march. Such irregularity is very bad for the child. The continuity of study and discipline is broken up to him. He may catch a little of the knowledge that is afloat in the school, but his mind will not be trained, he will not be educated. There are some studies in which the loss of here and there a lesson is equivalent to the loss of the whole. The missing links vitiate the whole chain; the dropped stitches spoil the whole web. It is not to be expected that every child in town, between the ages of five and sixteen, can attend school the whole year through. Circumstances forbid it in some cases. We only say, while he does attend, let him attend constantly, and lose not a day nor an hour, but from extremest necessity. So long as he is a member of the school, let him attend with as scrupulous punctuality and constancy as if he existed for no other object,—every thing else giving way to that. There is no doubt that four months of steady, unbroken attendance is worth more to a child's mind and education, than eight months scattered along at irregular intervals through the year. This subject deserves the most serious consideration of our citizens.

PUBLIC OPINION.

Nothing is more tyrannical, and detrimental to Republican institutions and good order in society than public opinion, when not regulated by the light of reason and truth. Many men bow to its yoke, for the sake of some petty favor from the hands of the public; or for the sake of the emoluments of some petty office. Some submit themselves wholly to its slavish influence for the sake of a little *wordly honor*—and they sacrifice truth, honesty and all convictions of conscience for the sake of being called *honorable men*. Such a slavish submission to public opinion is, indeed, deplorable; especially, in a free and civilized country.

We think it proper to give a due respect to public opinion, so long as it does not conflict with the eternal principles of truth, honesty and justice. An intelligent and independent man will never yield to public opinion, contrary to his own convictions of right. This is the true principle; that man should ever be governed by the dictates of his own conscience. If public opinion sanctions any thing which is wrong, no man should yield to its influence, but raise his voice against it forever. He should exercise his own judgment, and be governed by it in all his acts and dealings with mankind. We rejoice, that there are some generous spirits of

our age, who dare run counter to popular error. We *despise* the man who is such a cringing slave, as to submit to the tyrannical and demoralizing influence of corrupt and erroneous public opinion.

CONQUER WITH KINDNESS.

If you would have friends, you must show yourself friendly. I once had a neighbor, who though a clever man, came to me one day and said, "Squire White, I want you to come and get your geese away." "Why," said I, "what are my geese doing?" "They pick my pigs ears when they are eating, and drive them away, and I will not have it." "What can I do?" said I. "You must yoke them." "That I have not time to do now," said I. "I do not see but they must run." "If you do not take care of them, I shall; what do you say, Squire White?" "I cannot take care of them now, but I will pay you for all damages." "Well," said he, "you will find that a hard thing I guess." So off he went, and I heard a terrible squalling among the geese. The next news from the geese was, that three of them were missing: My children went and found them terribly mangled and dead, and thrown into the bushes. "Now," said I, "all keep still and let me punish him." In a few days the man's hogs broke into my corn; I saw them but let them remain a long time. At last I drove them all out, and picked up the corn they had torn down and fed them with it in the road. By this time the man came in great haste after them.—"Have you seen any thing of my hogs?" said he. "Yes, you will find them yonder, eating some corn which they tore down in my field." "In your field?" "Yes," said I, "hogs love corn you know,—they were made to eat."—"How much mischief have they done?" "O, not much," said I. Well, off he went to look, and estimated the damage at a bushel and a half of corn. "O, no," said I, "it can't be." "Yes," said he, "and I will pay you every cent of damage." "No," I replied, "you shall pay nothing. My geese have been a great trouble to you." The man blushed, and went home. The next winter when he came to settle, he determined to pay me for my corn.—"No," said I, "I shall take nothing."

After some talk, we parted; and in a day or two I met him in the road, and fell into conversation in the most friendly manner. But when I started on, he seemed loath to move, and I paused. For a moment both of us were silent. At last he said, "I have something laboring in my mind. Those geese. I killed three of your geese, and shall never rest till you know how I feel. I am sorry." And the tears came in his eyes. "O well," said I, "never mind, I suppose my geese were provoking."

I never took any thing of him for it; but whenever my cattle broke into his field after this, he seemed glad, because he could show how patient he could be.

Now conquer yourself, and you can conquer with kindness where you can conquer in no other way.—*Vermont Chronicle*.

Books are the best property of the rich; think what they are to the poor who *really love them*.

Youth's Miscellany.

SET ABOUT IT.

"Maurice, my boy!" said uncle Oliver, in lively humor; "Maurice, my boy! when a thing is to be done, set about it at once: to expect that things will be done of themselves is out of the question. Put a joint down to the fire, and it will roast; put a potatoe in the pot, and it will boil; put a cake in the oven, and it will bake; but if none of these things are done you must be content to go without your dinner.

'He that a growing oak would get,
An acorn in the ground must set.'

"Take my word for it, that talking, intending, and determining, will never do without acting. You may talk about putting down the joint, you may intend to put potatoes in the pot, and you may determine to put a cake in the oven; but if you stop short of really doing what is to be done, you may just as well have not thought about the matter.

"Where would be the use of the farmer looking forward to the time when he should reap and mow, were he not diligent to plough and sow? There is much difference in people in this respect: one man dies of thirst, while another digs himself a well of water. Look around you, then, and waste no time in dreaming about things: set about them in good earnest, remembering what I said before,—

'He that a growing oak would get,
An acorn in the ground must set.'

"The housekeeper's book says, that a cook must catch his hare before he roasts it; and in like manner we must obtain our acorn before we can set it in the ground. Now by the same rule young people must get knowledge before they know how to act properly; and when it is obtained, then comes the principal thing, after all, and that is to turn it to good account. The acorn that is kept up by you, and not planted, will never grow; and knowledge, neglected, will be equally useless.

"Now, then, to the point! If you wish a growing oak, you must both get and set your acorn; and if you wish to live a useful, peaceful, and happy life, you must learn lessons of knowledge, wisdom, and piety, and put them in practice also.

"Do you wish others to forgive you when you have injured them; forgive those then who have injured you:—this is the most likely way of bringing about the thing you desire. Do you wish others to behave kindly to you, set them the example by behaving kindly to them; there is no doubt of your being successful. Do you wish all the world to be at peace with you; be yourself at peace, then, with all the world—This way of bringing about things is the surest of any yet discovered: and if it should not answer, it is not at all likely that any other way will.

"A drunkard cannot recommend sobriety, a highwayman honesty, or an idle man diligence, with a good grace, because they do not practice these qualities themselves; nor can you, reasonably, require others to be forgiving, kind-hearted, and peaceable, while you indulge in bitterness, ill-nature, and strife.

"If what I have said is unwise, pay no further attention to it; but if, on the contrary, you consider it to be reasonable and right, why, then, put it in practice. Be not content with talking about it, intending to do it, or even with determining that it shall be done; but set about it in right earnest, remembering what I have already told you twice over,

'He that a growing oak would get,
An acorn in the ground must set.'

Uncle Oliver.

"THE TALKING CHIP."

"In the erection of this chapel, on Hervey Island, a circumstance occurred which will give a striking idea of the feelings of an untaught people when observing, for the first time, the effects of written communications. As I had come to the work one morning without my square, I took a chip, and with a piece of charcoal wrote upon it a request that Mrs. Williams would send me that article. I called a chief, who was superintending his portion of the work, and said to him, 'Friend, take this: go to our house and give it to Mrs. Williams.' He was a singular looking man, remarkably quick in his movements, and had been a great warrior; but in one of the numerous battles he had fought he had lost an eye, and giving me an inexpressible look with the other, he said, 'Take that! she will call me a fool, and scold me if I carry a chip to her.' 'No,' I replied, 'she will not: take it and go immediately; I am in haste.'—Perceiving me to be in earnest, he took it, and asked, 'What must I say?' I replied, 'You have nothing to say; the chip will say all I wish.' With a look of astonishment and contempt, he held up the piece of wood, and said, 'How can this speak? has this a mouth?' I desired him to take it immediately, and not to spend so much time in talking about it. On arriving at the house he gave the chip to Mrs. Williams, who read it, threw it away, and went to the tool chest, whither the chief, resolving to see the result of this mysterious proceeding, closely followed. On receiving the square from her, he said, 'Stay, daughter, how do you know that this is what Mr. Williams wants?' 'Why,' she replied, 'did you not bring me a chip just now?' 'Yes,' said the astonished warrior, 'but I did not hear it say any thing.' 'If you did not, I did,' was the reply, 'for it made known to me what he wanted, and all you have to do is to return with it as quickly as possible.' With this the chief leaped out of the house; and catching up the mysterious piece of wood, he ran through the settlement, the chip in one hand and the square in the other, holding them up as high as his arms would reach, and shouting as he went, 'See the wisdom of those English people: they can make chips talk! they can make chips talk!' On giving me the square, he wished to know how it was possible thus to converse with persons at a distance. I gave him all the explanation in my power; but it was a circumstance involved in so much mystery, that he actually tied a string to the chip, hung it round his neck, and wore it for some time. During several following days we frequently saw him surrounded by a crowd, who were listening with intense interest while he narrated the wonders which this chip had performed."

A NEEDLE MANUFACTORY.

Among the curious things I was permitted to examine at Haverstraw, nothing awakened so much interest as the machinery for making needles. Let every good housewife rejoice with me. We are no longer to be dependent on foreign countries for an article of such primary necessity as needles. This, I am told, is the first attempt of the kind in America, and now is almost perfected. I saw needles in various stages of the processes by which they are made from the wire, prepared on the same premises, and was surprised at the facility afforded by the curious machinery which human ingenuity has invented to lessen the manual labor, and multiply the results of the numerous operations. The wire is first cut into lengths, which will make two needles each. The depressions where the eyes are to be made, and where the grooves are found in the finished article, are stamped in both needles by a single stroke of a machine, with which a single hand can turn off 30,000 in a day. It is then turned over to a boy, who, with another machine, punches the eyes, and again another separates the two needles, and smoothes away any irregularities left or made by the former processes. But the eye of the needle is still rough, and must be bored by another process, which leaves it so smooth as not to cut the thread. After this, a man grinds a handful at a time on a common grindstone, holding them in his left hand and giving them a perpetual rotary motion with the right, so that when the operation is finished, they must be round as well as sharp. They are now to be "case hardened," and finally burnished, all of which is done by simple processes, in which immense numbers can be subjected to the operation at the same time.—*Dr. Bond's letters from Rockland.*

DO NOT DECEIVE YOURSELF.

There are few people who knowingly deceive themselves; but a great many who deceive themselves without knowing it. I hope, my boys, that you will do neither the one nor the other.

Perhaps we never deceive ourselves more than when we endeavor to deceive others. The boy who thinks that he cheats his master by repeating his old lesson instead of learning a new one, or by getting another boy to do his task for him, is cheating himself much more than his master; and this he will find on some future day.

He who cheats another out of a trifle, is not aware that he is cheating himself of a thing of great importance, and that is, the consciousness of his own integrity. Why, this is a jewel in a man's bosom that all the roguery in the world can never obtain, so that the man who acts dishonestly is deceiving himself.

Jonathan Wild, even from his earliest years, was so clever in deceiving others, that he was more than a match for those with whom he associated. He continued to deceive all through his life; but, alas! no one was half so much deceived as himself; for he cheated himself out of all the comforts that an honest man enjoys, and endured the evils that a dishonest man has to suffer; a prison and a gallows were his reward.

Lay it down, my boys, as a standing rule, that

to do an evil deed, however advantageous it may appear, is to deceive yourself.

There are but very few schoolboys who do not remember the lines—

"When house and land are gone and spent,
Then learning is most excellent,"

—but forget not, that the excellency of learning consists in the good use to which it is applied; if you judge otherwise, you deceive yourselves.

Be not deceived in thinking that money can make you happy, though this is one of the most common errors prevailing in the world. No, no: money is an admirable thing in good hands, and enables many to do much good; but, though your paths were paved with bright guineas, you might still be as unhappy as misery could make you.

Deceive not yourselves in depending on reputation: inestimable as it is, it hangs on the frail thread of human opinion; and the breath of calumny may blow it away forever.

Esteem and honor your friends; but run not into the error of depending upon them: rather think how you can serve them, than how you can be served by them.

Do not deceive yourselves in believing, that should you deprive yourselves by folly, or be deprived by misfortunes, of your possessions, the many you now call your friends would cling around you: if you think this, you are sadly deceived indeed. No, no: though a few might be found at your side, the many would know you no more.

A ship was stemming the ocean tide,
And O how gallantly did she ride!
A storm came on; it was sad to see:
And she rolled a wreck on the fathomless sea.

Her mariners left her one by one
In that season of peril, almost alone;
But a few there were who endur'd the blast,
And succor'd her in her distress to the last.

She righted again, and she brav'd the tide:
And, O how gallantly did she ride!
It was strange to see, while she stemm'd the main,
How her mariners all came back again!

While ocean winds her canvass swell,
That ship of the terrible storm shall tell;
And her log-book the names of the crew shall bear,
Who abandon'd her not in her hour of despair.

I hope, my boys, that I am not deceiving myself, in thinking that you will remember what I say to you. What! shall Uncle Newbury give you all his maxims in vain? Never, never let it be said that you neglected the admonitions of an old man who was warmly interested in your welfare. Remember that I am not a crusty crabstick of an old fellow, that would fright away mirth and pleasure; but, on the contrary, one who delights to see youth, and innocence, and happiness, go hand in hand through the world.

But now, my boys, comes my most important charge on the maxim—"Do not deceive yourselves." You may deceive yourselves, and all around you, a thousand and a thousand times in worldly affairs, and yet find opportunities to atone for your errors: but, my dear boys, do not deceive yourselves in reference to eternity. Eternity! words are not yet formed that can fully explain all that it involves: but enough that it contains never-ending joy, and never-ending

woe. My maxims, it is true, are moral maxims: but it would be immorality in an old man, who has been taught by bitter experience the instability of all things here below, to omit the opportunity of directing your youthful mind to things that shall abide for ever. Take then, in one word, the conviction that past events have impressed on the mind of Uncle Newbury. Could you, through the longest life, enjoy the wealth, the honors, and the pleasures of the world, all of them put together would be as nothing, in the latter end of your days, compared with the well-grounded hope of eternal life through the merits of our blessed Redeemer. Most earnestly, and most affectionately, does he press this on your consideration.—*Parley's Magazine.*

BE KIND TO EACH OTHER.

BY CHARLES SWAIN.

Be kind to each other!
The night's coming on,
When friend and when brother
Perchance may be gone!
Then 'midst our dejection
How sweet to have earned
The best recollection,
Of kindness—returned!
When day hath departed,
And memory keeps
Her watch, broken-hearted,
Where all she loved sleeps!

Let falsehood assail not,
Nor envy disprove—
Let trifles prevail not
Against those we love!
Nor change with to-morrow,
Should fortune take wing,
But the deeper the sorrow,
The closer still cling!
Oh! be kind to each other!
The night's coming on,
When friend and when brother
Perchance may be gone!

KING HENRY AND THE WOODCUTTER.

"I was reading this morning," said Mrs. Stanhope, to her son George, "an anecdote of Henry the Fourth of France, which I thought would interest you; and, if you wish it, I will tell it to you. I am not quite sure that it is a true story; but as Henry was a kind and condescending prince, it is most likely to be so."—"Thank you, dear mother," said George; "but let me first call Egbert and Gertrude."—"Do, my dear boy. I am glad to find that your pleasures are not selfish."

The party being assembled round the fire, Mrs. Stanhope related the following story.

It was in the reign of Henry the Fourth of France, and towards the close of a fine autumnal day, that a wood-cutter, fatigued and wearied with his day's labor, was slowly returning to his hut, situated on the borders of a forest in the province of Orléannois. He quickened his pace, as he perceived the light in his humble dwelling; and thought of the smiling faces which were there to welcome him: and in a few minutes honest Jacques Dussain was comfortably seated

by a blazing fire, with one rosy child on his knee, another at his feet, and a third assisting her mother to prepare the evening meal.

"Well, Jacques?" said his wife, when their frugal repast was ended, "what news do you think I heard to-day? But you might guess all night and never guess right; so I'll tell you myself; and you may be sure 'tis true, for it was told me by my nephew, Louis, who heard it from Pierre the carrier himself. The king is come to Fontainebleau!"—"The king come to Fontainebleau?" exclaimed Jacques; "the great, the good King Henry come to Fontainebleau? Then I will go and see him, if my name is Jacques Dussain!"

"My dear Jacques Dussain," said his wife, "how you talk! Think of the distance!" "Yes, father, said his little Marie; "do go, and take him some of my strawberries." "And one of my new cheeses," said her elder sister Annette: "mother says they are very good." "I wish I had something to send him," sighed little Philip; "but, father, tell him, when I'm a great man, I'll be his soldier, and fight his battles." "So you shall, my boy," said his father, patting his head; "and I hope you thank God every night that you have such a king to reign over you; truly he is called Good and Great! So, wife, take out my Sunday clothes; for see him I must."

"Well, but Jacques," said his wife, who, with the curiosity of her sex, did not like the idea of her husband seeing such a sight as "le grand Monarque" without her,—"but, Jacques, had not I better go with you?" "Thee go with me, Jeanne? Couldst thee walk thirty miles? No, no, Jeanne, stay at home, and I'll bring thee a particular account of him, and all I see."

"Why now I dare say," said the persevering Jeanne, "that you won't see him after all; he'll be out, or at dinner, or something: or, if you should see him, it will be at a distance; you'll catch a glimpse of the feather in his cap; or you'll hear the people shouting 'Vive le Roi!' and you'll call that seeing him. Besides, you'll never know him from all his lords; thee'd better stay at home." "No," said the woodcutter, who, in this instance, was determined to have his own way; "I've heard much of Henri Quatre; and if I could only see him, were it but for a moment, I should go to my grave a happier man. I'll set off by peep of day."

Accordingly, early the next morning, Jacques, arrayed in his best suit, and carrying in his hand Marie's little basket of strawberries, (the cheese, on second thoughts, was not considered good enough,) commenced his loyal journey to Fontainebleau, which was distant about thirty miles. That very morning, and just at the hour that Jacques left his lowly cot, King Henry with his faithful friend and prime minister, the immortal Sully, at his side, and accompanied by a numerous escort of noblemen and attendants, rode through the gates of Fontainebleau,—a gay and gallant assemblage—to enjoy his favorite diversion of hunting.

It was a splendid morning: the monarch, so justly beloved by his people, was in high spirits, and his good-humored gaiety communicated itself to all around, as, the king setting them the example, they entered with ardor upon the pleasures of the chase. Many a turn, and many a bound, had the poor stag to take that day, in

order to baffle his unwearied pursuers; but he did baffle them; and it was not till the sun had for some hours passed the meridian, that Henry found himself on his road homewards, but alone, and at some distance from his palace.

He blew his bugle, to summon his attendants, and was riding slowly on, when he was accosted by a countryman, who was seated at the foot of a tree, with these words: "Do you think, sir, there is any chance of our good King Henry's passing this way? I have walked twenty miles to see him." "Why, there is some chance," said Henry; "but if you could go to Fontainebleau, you would be sure of seeing him there." "Ah! sir," said the old man, who was no other than Jacques Dussain, "I am so weary!" "Well, then," said his majesty, "get on my horse, behind me; I will take you towards it."

Jacques accordingly mounted, and, after riding some way, asked the king, how he should know his majesty from his courtiers. "Easily enough," replied the king; "his majesty will wear his hat; his courtiers will be bareheaded." This satisfied Jacques, and they rode on; when Henry asked him what he had in his basket. "O, sir," said Dussain, "they are some strawberries of my little Marie's, which she has sent as a present to our good king." "Strawberries are they? I dare say, the king will not object to my taking a few, for I am very thirsty: let me taste them, friend?" "Willingly, sir," said Jacques, handing him the basket.

The fruit was very refreshing, and gradually disappeared; and the king, returning the empty basket, said with a smile, "You see I have more than tasted them." "I am sure, sir, I do not grudge them to so kind a gentleman, and Marie can send his majesty some more." At this moment, the attendants rode up, and, though much surprised at King Henry's companion, awaited his commands with their hats off, in respectful silence.

"O, mother, how very funny!" exclaimed little Gertrude, unable longer to restrain her glee. "How pleased Jacques must have been! But did the king take him to the palace on the same horse?" "No, my love; he procured him a horse, and, when arrived at the palace, Jacques was so kindly treated, that, as he afterwards told his wife, he several times thought it must be all a dream. Before his departure, the next morning, the king sent him a louis d'or, (a piece of money,) with a fine milch cow for little Marie, in return, as he said, for the refreshment her strawberries had afforded him; and the delighted Jacques returned home, and could attend to nothing, and talk of nothing, for three whole days, but his adventure with the king: though, he said, it took that time to convince his wife that he had actually been on the same horse with his majesty."

"I think I should have liked that king, mother," said Egbert; "he must have been very good-natured." "He was of a most amiable disposition, Egbert; and so fond of children, that he used frequently to join in the amusements of his own little family."

"One day, when this great monarch, the restorer of France, and the peace-maker of Europe, was playing on all-fours, with his little son on his back, an ambassador suddenly entered the apartment, and surprised him in this attitude. The monarch, without moving from it,

said to him, 'Monsieur l'Ambassadeur, have you any children?' 'Yes sire,' he replied. 'Very well, then I shall finish my race round the room.'

"Was he a brave king, mother?" asked George. "I like valiant monarchs." "He was bold and intrepid, George, from his childhood; and his education did not tend to diminish his naturally brave character."

"He was brought up amongst the mountains of Berne; where he was dressed in plain apparel, fed on the coarsest food, and early accustomed to many privations. He used to sit under a rock, when he was a boy like you, Egbert, and eat his barley bread and cheese with as great a relish as if it had been the daintiest morsel in his father's palace. The end of this good king, who was indeed the father of his people, was most melancholy. He was stabbed to the heart, by an assassin, named Ravalliac, as he was in his carriage, and almost instantly expired. Few kings have been more deeply or universally lamented by their subjects."—*Parley's Magazine*.

THE SWEARER REBUKED.

AN ANECDOTE OF GENERAL WASHINGTON.

On a certain occasion, General Washington invited a number of his fellow officers to dine with him. While at the table, one of them uttered an oath. The general dropped his knife and fork in a moment, and in his deep undertone and characteristic dignity and deliberation, said, "*I thought that we all supposed ourselves to be gentlemen.*" He then resumed his knife and fork, and went on as before. The remark struck like an electric shock, and, as he intended, did execution, as his remarks, in such cases, were very apt to do. No person swore at the table after that. And after dinner the officer referred to remarked to his companion, *that if the general had struck him over the head with his sword, he could have borne it; but the home thrust which he gave him was too much.* It was too much for a gentleman. And it is hoped it will be too much for any one, and every one who pretends to be a gentleman.—*Dr. Edwards*.

INDUSTRY.

Every young man should remember that the world always has, and always will honor industry. The vulgar and useless idler, whose energies of mind and body are rusting for want of exercise—the mistaken being, who pursues amusement as a relief to his enervated muscles, or engages in exercises that produce no useful end, may look with scorn on the smutty laborer engaged in his toil. But his scorn is praise. His contempt is an honor. Honest industry will secure the respect of the wise and good among men, and yield the rich fruit of an easy conscience, and give that hearty self-respect which is above all price.

Toil on then, young man. Be diligent in business. Improve the heart and the mind, and you will find the well-spring of enjoyment in your own souls, and secure the confidence and respect of all those whose respect is worth an effort to obtain.

THE GOLDEN RULE.

Julius and Henry were brothers. Julius was six, and Henry four years old. One day, not long after dinner, an old gentleman came in, whom the little boys were always glad to see. They ran to him directly, and climbed one on each knee, "Ah, ha! my fine fellows," he called out, "glad to see you. So you are for taking your old place, are you? but I can't stop a minute, just come to see your papa on business; but stay, let me see what I can find in my pockets."

So saying, the old gentleman drew out a handful of raisins from his pocket, and putting them on a newspaper which lay on the table, told the little boys to eat them. Directly after, he went away.

"Stop, Henry," said Julius, after they had eaten two or three; "let us play with them."

"Well, what shall we play?"

"Why, you shall be the little bird, and I will be the old one; and I shall come to the nest and feed you."

"O well, but where's the nest?"

"Here it is," replied Julius; and he turned a chair over on its side, and pointed to the space between the rounds. "There; that is the nest; come and get into it."

So he helped Henry to scramble into the nest, which was altogether too small for so large a bird.

"Now," said Julius, "you must keep your mouth open as if you were waiting for something to eat, and you must make a little peeping noise, just as the birds do."

Henry began to do as he was bid, and in the meantime Julius ran all around the room, pretending to be looking for something very earnestly, and saying, "Where can I find something for my little bird to eat? O dear, I must have something for my young one to eat."

At last, he pretended to see the raisins for the first time, and running up to them; took one and put it into Henry's mouth. Henry laughed very much at seeing him, and thought it was a fine play. But after he had fed Henry two or three times, Julius began to see that he was not getting any raisins himself; so he said to his brother, "Come, Henry, you get out now and be the old bird, and let me be the young one."

"Well," said Henry, in a tone of great satisfaction. He wanted to go round and pretend to be looking for something as he had seen Julius do. So the little boys made the exchange, and Henry liked it so well that he went on feeding Julius with the raisins, till they were nearly all gone.

"But, Julius," said his sister Margaret, who was a few years older, "that is not fair; you make Henry feed you all the time; and he has no raisins. You ought to let him be the young one again."

"No," said Julius, "I want to be; he don't care."

"How selfish you are, Julius! I am ashamed of you," replied his sister.

"Is that the best way to speak to him, my dear child?" asked her mother, softly.

Margaret looked up and smiled, in reply to her mother's kind smile, but she sighed at the same time, and said to herself, "I wonder if I ever shall learn not to speak so impatiently?"

Julius continued in the nest for a few minutes longer, but did not feel very comfortable, so presently he said, "Well, come, Henry; you may be the young one again."

After all the raisins had been eaten up, their mother called Julius to her, and took him on her lap. "Have you had a good time playing with your raisins?" asked she.

"Yes, mother."

"Do you think you feel quite as happy as you would have done if you had given Henry as many as you eat yourself?"

Julius hung down his head, but made no answer.

"What does the Bible say we must do to others?"

"It says we must do what we want them to do to us."

"Well, have you done so this afternoon?—Would you like to have Henry do as you have done to him?"

"No, ma'am."

"You see you did not remember what the Bible says, at the right time; will you try to think of it and obey it next time?"

"Yes, mother, I will;" and the next morning he gave Henry the largest of two pieces of orange which his mother had given him for his brother and himself.—*Com. School Journal.*

HOW TO TEACH CHILDREN TO TEAZE.

Children are taught to tease very much as they are taught to cry. With all his little wants, real or imaginary, the child runs to its mother. They are matters of importance to him. He wants a definite and decisive answer—one which will settle the question—and his mind will be on the rack till he has it. It is not the nature of the child to feel otherwise. He will have no peace himself, and therefore will give his mother no peace, till he understands and knows that the point is settled, and how it is settled. If you give him no answer till he has spoken ten times, he will speak ten times, and then, if he has any reason to suspect that speaking twenty times more will obtain an answer more favorable to his wishes, he will speak twenty times more. And this soon grows into a habit. But give him an answer the first time he speaks, and he will not be obliged to speak a second time to obtain one; and never alter your decision for teasing, and he will soon give it up as of no use. If you have leisure, and the occasion seems a proper one, you may let him argue his case before you decide it, but not afterwards. Indeed, if he has learned by experience that your decisions are final, he will seldom, if ever, attempt it. He will consider it an answer. His mind will be at rest on that point, and soon find something else with which to amuse himself.

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